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ABSTRACT

This curriculum guide was designed by the Coudersport, Pennsylvania, school system to be used in teaching 0-4 level mathematics skills to adult basic education students. The guide is intended to provide consumer-oriented, problem-solving material that correlates with those skills found in the Noonan-Spradley Diagnostic Program of Computational Skills. The guide is organized in four sections. The first two sections provide background information about the program and suggestions for developing a student mathematics program. The third section presents a computational skills sequence, with sample problems for addition, subtraction, multiplication, and division. The final section contains consumer mathematics problems for addition, subtraction, multiplication, and division. Appendixes to the guide include suggested home study materials, examples of 0-4 level students' initial testing and record sheets, and suggested resources for teaching 0-4 level students. (KC)

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COUDERSPORT CONSUMER MATHEMATICS
CURRICULUM GUIDE
0 - 4 LEVEL ABE

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COUDERSPORT CONSUMER MATHEMATICS
CURRICULUM GUIDE
0 - 4 LEVEL ABE

COMPILED BY
DONALD E. KELSEY
PROJECT DIRECTOR

DEVELOPED BY
THE COUDERSPORT AREA SCHOOL DISTRICT
AS PART OF A GRANT FROM
THE PENNSYLVANIA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION AND TRAINING PROGRAM

DISCLAIMER

This project was supported in whole or in part by the United States Department of Education through the Pennsylvania Department of Education (PDE), Division of Adult Education and Training Programs, as a section 310 Special Project. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education, Pennsylvania Department of Education, or the Division of Adult Education and Training Programs and no official endorsement should be inferred.

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A special thanks is extended to David Matzinger who has helped in the coordination of the mathematics activities during the past fourteen years.

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Permission to reproduce examples from the Noonan-Spradley Skills Development Book and the Answer Sheet was granted by Allied Educational Press.

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I. Introduction

The Coudersport Area ABE program has been operating for 14 years. During this period of time the math curriculum has been revised many times in order to meet the needs of the students.

The wide range of student abilities found in this rural ABE program has necessitated a wide range individualized type of math program that would provide a good review of computational skills not fully mastered, i.e. the type of skill the student refers to as ..."I remember doing this but I can't remember how to get the final answer." It also would provide new skills the student has not yet encountered.

The 0-4 level student has always been our greatest challenge. In our area we have found students functioning at this level because of the following reasons: (1) learning disabled (2) low intelligence (3) emotionally disturbed (4) occasionally victims of poor school situations. We seldom serve ABE students from other countries.

Since the mid-seventies we have used the Noonan-Spradley Diagnostic Program of Computational Skills, published by Allied Education Council Distribution Center P.O. Box 78, Galien, Michigan, 49113. This program offers a diagnostic test, identification of student deficiencies in specific computational skills, a system of placing each student in a structured program based on his/her needs, and provides an evaluation system. Perhaps of more importance the Noonan Spradley Program is time efficient because students can quickly review the necessary basic arithmetic computational skills before moving on to new learning areas.

The Noonan Spradley Computational Skills program is just that - it teaches computation - not problem solving.

The authors state the program is to be amalgamated into other existing text materials. This guide is intended to provide problem solving material - consumer orientated- that will correlate with those skills found in the Noonan-Spradley Diagnostic Program. It is the intent of this curriculum guide to concentrate on those skills we have found that would be the norm for our 0-4 ABE student population.

II. Developing Individual Student Math Program

The computational skills involving the 4 basic areas of arithmetic (addition - subtraction - multiplication - division) are the main concern of this consumer guide. Each basic area is presented by a block of sequenced skills in order of learning difficulty. As one skill is mastered it leads into the next skill which is a slightly more difficult task.

Students who have difficulty in acquiring mastery of a skill or are confused transferring from one skill to the next are directed to other text material that would provide more practice with the transitional process. We have found the more limited students may need much extra instruction in other material if basic processes (example: multiplication tables) have not been learned.

To expect meaningful consumer math problems to be solved we would ultimately expect students to be able to perform the computational examples outlined in the 4 Basic Core Blocks.

TERMINAL OBJECTIVES 0 - 4 CORE PROGRAM

To be able to solve:

Addition-terminal objectives

1. $\begin{array}{r} 35 \\ +49 \\ \hline \end{array}$

2. $\begin{array}{r} 6539 \\ 458 \\ \hline 37 \end{array}$

3. 34+7+16=?

4. 4+2.7+3.6+15=?

Subtraction-terminal objectives

5. $\begin{array}{r} 875 \\ -423 \\ \hline \end{array}$

6. $\begin{array}{r} 468 \\ -239 \\ \hline \end{array}$

7. $\begin{array}{r} 503 \\ -48 \\ \hline \end{array}$

8. $\begin{array}{r} 30683 \\ -3526 \\ \hline \end{array}$

Multiplication-terminal objectives

9. 89 x7

10. 546 x37

11. 806 x40

12. .46 x.5

Division-terminal objectives

13. $7\overline{)268}$

14. $526\overline{)13676}$

15. $91\overline{)6700}$

16. $253\overline{)7590}$

17. $3\overline{).048}$

18. $.32\overline{)01344}$

19. $32\overline{)12}$

20. $.008\overline{)5}$

The first night that an ABE student enters our class the Noonan-Spradley diagnostic test is administered. This test is suitable for all levels of students. It is easy to administer and easy to score. We tell our students not to guess on this test because we, the instructors, need to know exactly which skills need to be reviewed or learned.

The computational skills are systematically arranged from simple to more complex skills. Two examples of each skill are presented on the diagnostic test. As a beginning diagnostic device we have observed that if a student makes an error on one of the two test examples usually a review of that skill is necessary. An error on both examples tells us we need to carefully proceed in the teaching of this skill.

The Allied Education Council offers non-consumable diagnostic tests and consumable student answer sheets at a very nominal cost. An outstanding feature of the student answer sheet is found on the reverse side, a student record of computational skills accomplished which we have used for a number of years and this record sheet has been extremely useful to us and our students.

Follow the directions stated in the program and a very simple, efficient record-keeping system will be established.

The 0 - 4 Level student is quite predictable in taking this test. The mastered skills, upon entering our program, are scattered through the addition, subtraction, multiplication, division and sometimes beginning fractions areas. Usually all these sections need to be reviewed or relearned. The concentration of this guide will center on providing practical consumer math problems and activities correlated with the first 20 skills presented in this program.

Students are completely individualized in our math program, working on those skills which need to be learned. It is not unusual for some students to have a scattered profile sheet (missing easy test items, correctly doing harder items, or visa-versa) when reviewing or learning these 4 basic skills. Important in the teaching process is having the skills mastered in a sequential system, don't let students skip around. Also, even though the student indicates mastery of certain computational skills-problem solving involves another set of skills-have each student at least complete the block level consumer math problems. If the student has difficulty solving these problems prescribe additional work in these areas. The supportive materials section in this guide suggests other materials including consumer problem solving for further practice.

In class instruction begins with individual review of the example and solution of the skill being studied by the student. This is found at the top of each skill page in the Nooman-Spradley Skills Development Book. The skill is then practiced by the student working out examples provided in the book. We usually have this work done on paper making the Skills Development Book non-consumable. In some cases, where a student needs to refer back to previous work and needs a complete record of accomplishments, we have all work completed in the book. Answers to the skill examples are always provided on the following page making the Skills Development Book

semi-programmed. 0-4 level students are usually asked to complete all 20 examples of each skill to reinforce and perhaps overlearn the skill. Students needing just a review need to work on 10 examples (every other one). The examples are arranged from simple to complex; if you suggest the last 10 examples, the student may miss doing a variation of the skill unfamiliar to him.

The instructors' judgement of how much practice is needed before the student has mastered the skill is dependent on the instructors' knowledge of the student, how much homestudy the student will do and if help is available outside classroom time. Also time is a factor, 0-4 level students become frustrated if progress is too slow. The amount of practice time can be reduced on easier skills as long as they are understanding the skill being presented. Mastery of the skill is usually determined by the student completing 4 examples called a progress check found at the bottom of the answer page. The answers for these test items are in the possession of the instructor. If the student misses a progress check example, the student should work out the question with the instructor observing to see if the proceedure was correct or just a simple computation error was the cause. If the student has missed an important proceedure in arriving at the answer, further practice should be prescribed from alternate material (suggestions found later in this guide). After more practice, the instructor should randomly select 4 practice examples of varying difficulty from the Skills Development Book, copy on paper, and have the student try another progress check. If errors are still noted it may be wise to point out the mistakes, move on the the next skill and return to the skill problem the next class meeting. If you keep frustrating the student you may not see him/her at the next class meeting.

- CONSUMER SKILLS -

When a computational skill has been learned the student needs to see how it can be applied in everyday life situations. Consumer-based problems have been developed to correlate with each skill 1-21 (#17 omitted). The consumer questions should be given to the student after the skill progress check has been successfully completed. They may be completed in class or taken home to be worked on. The consumer problems provide a vehicle to discuss one of the major objectives of arithmetic - to solve written verbal problems. These consumer problems are grouped by process and are labled with the process used to solve them. It is the intention of using this format to insure success on the students part and further evaluate the mastery of each skill needed to be learned.

Keep in mind 0-4 level students have never experienced very much self-realization of achievement in mathematics in their lives. The consumer questions presented are classified mainly as one-step problems. At the end of each block (addition - subtraction - multiplication - division) there are consumer questions relating back to the skills previously studied.

After the student has mastered these skills presented and worked through the corresponding consumer problems, he/she is ready to begin working on skills more typically associated with 5-8 Level instruction. At this time, after experiencing success with one-step problem solving, the more difficult two and three step consumer problems should be introduced. It was not the intent of this guide to include these more advanced methods and materials.

III. Computational Skills Sequence

0 - 4 Level

Skills Presented in Noonan-Spradley Skills Development Book

ADDITION BLOCK

Sub-Skills

1. Adding two whole numbers where transferring is required.

Example & Solution

$$\begin{array}{r} 25 \\ +39 \\ \hline 64 \end{array}$$

2. Adding whole numbers presented in column format.

Example & Solution

$$\begin{array}{r} 5428 \\ 347 \\ +\ 26 \\ \hline 5801 \end{array}$$

3. Adding whole numbers presented in Horizontal format.

Example 45+8+27=? Solution

$$\begin{array}{r} {\scriptstyle 2} \\ 45 \\ 8 \\ +27 \\ \hline 80 \end{array}$$

4. Adding decimals presented in horizontal format.

Example 3+1.6+2.5+14=? Solution

$$\begin{array}{r} 3.0 \\ 1.6 \\ 2.5 \\ +14.0 \\ \hline 21.1 \end{array}$$

SUBTRACTION BLOCK

Sub-Skills

5. Subtracting one whole number from another where transferring is not involved.

Example and Solution

$$\begin{array}{r} 764 \\ -312 \\ \hline 452 \end{array}$$

6. Subtracting one whole number from another where a single transfer is required.

Example and Solution

$$\begin{array}{r} {\scriptstyle 4\,1\,7} \\ 357 \\ -129 \\ \hline 228 \end{array}$$

7. Subtracting one whole number from another where a transfer is required from the hundreds' column, and a zero is given in the tens' column.

Example and Solution

$$\begin{array}{r} {\scriptstyle 9} \\ {\scriptstyle 3\,10\,12} \\ 4\;0\;2 \\ -\;3\;7 \\ \hline 3\;6\;5 \end{array}$$

8. Subtracting one whole number from another where multiple transfers are required.

Example and Solution

$$\begin{array}{r} {\scriptstyle 9} \\ {\scriptstyle 1\;10\;15\;\;6\;11} \\ 2\;\;0\;\;5\;\;7\;\;1 \\ -\;\;4\;\;6\;\;3\;\;7 \\ \hline 1\;\;5\;\;9\;\;3\;\;4 \end{array}$$

MULTIPLICATION BLOCK

Sub-Skills

9. Multiplying a whole number by a single digit multiplier where the carrying process is required.

Example and sample solution

```
  4
 78
x6
---
468
```

10. Multiplying a whole number by a two or three digit multiplier.

Example and solution

```
   Hundreds
      Tens
        Ones
 435
x26
----
2610
870
-----
11310
```

11. Multiplying whole numbers where zeros appear in one or both numbers

Example and sample solution

```
 705
x30
---
 000
2115
-----
21150
```

12. Multiplying two mixed decimal numbers.

Example and solution

```
 .35
x.4
---
.140
```

DIVISION BLOCK

Sub-Skills

13. Finding quotient and remainder with single digit divisor.

Example and solution

Hundreds
Tens
Ones

```
  26R1
6)157
 -12
 ---
  37
 -36
 ---
   1
```

14. Dividing whole numbers by two and three digit divisors.

Example and solution

```
   54R32
156)3456
 -780
 ----
  656
 -624
 ----
   32
```

15. Working division problems where zeros appear in the dividend.

Example and solution

```
  341R4
6)2050
 -18
 ---
  25
 -24
 ---
  10
  -6
  --
   4
```

16. Working division problems where zeros appear in the dividend and quotient.

Example and solution

$$
\begin{array}{r}
2050\text{R}3 \\
4\overline{)8203} \\
-8 \\
\hline
2 \\
-0 \\
\hline
20 \\
-20 \\
\hline
3 \\
-0 \\
\hline
3
\end{array}
$$

17. Optional Skill - Differentiating between the meaning of "divided into" and "divided by."

Example and solution

"16 into 146" (a) $16\overline{)146}$ (b) $\frac{146}{16}$

"146 divided by 16" (c) $146\overline{)16}$

18. Dividing a decimal number by a whole number.

Example and solution

$$
\begin{array}{r}
3.06 \\
8\overline{)24.48} \\
\underline{-24} \\
4 \\
\underline{-0} \\
48 \\
\underline{-48}
\end{array}
$$

19. Dividing one decimal number by another decimal number.

Example and solution

$$
\begin{array}{r}
70. \\
.06\overline{)4.20.} \\
\underline{-4\ 2} \\
0 \\
\underline{-0} \\
0
\end{array}
$$

20. Dividing one whole number by another where the divisor is larger than the dividend.

Example and solution

```
      .4375
   16)7.0000
     6 4
     60
     48
     120
     112
      80
      80
      00
```

21. Dividing a whole number by a decimal number.

Example and solution

```
       2 50.
   .04.)10.00.
      -8
       2 0
      -2 0
         0
```

IV. Consumer Math Problem Solving

The following consumer math problems are to be used following the student completion of each skill identified for remediation by the Test Book.

A review test is included at the end of each computation skill block.

SKILL BLOCK	
1 - 4	Addition Activities
	Addition Block Level Test
5 - 8	Subtraction Activities
	Subtraction Block Level Test
9 - 12	Multiplication Activities
	Multiplication Block Level Test
13 - 21	Division Activities
	Division Block Level Test

CONSUMER MATH

SKILL NUMBER I

1. There were 14 people in our class Tuesday night. Seven more students came on Wednesday evening. How many people were in our class Wednesday night?

   Answer _____

2. I counted 39 cans of tomato soup on the shelf at the Market Basket. The stockboy added 24 cans of tomato soup. Now, how many cans of tomato soup are on the shelf?

   Answer _____

3. My boss had $943 in his savings account. He deposited $289. What is the total amount of money in his saving account now?

   Answer _____

4. Three thousand one hundred forty-six people live in Coudersport. Eight hundred fifty-nine people live in Roulette. What is the total population of Coudersport and Roulette?

   Answer _____

5. John and his wife stacked firewood this weekend. Saturday they stacked 358 pieces of wood and Sunday 507 pieces. How much wood do they have stacked up now?

   Answer _____

CONSUMER MATH

SKILL NUMBER 2

1. Jane bought 3 kinds of cheese. One-half pound of New York Cheddar was 63¢; ½ lb. of Cuba mild cost 57¢ and ½ lb. of cheese curds was priced at 78¢. How much money did Jane spend on cheese?

   Answer _____

2. Guy looked at used cars in Kightlinger Motor's used car lot. The three cars he liked were priced at $1,368, $2,543 and $4,796. If he bought all three, what would it cost him?

   Answer _____

3. Jim's boss said he could have the weighing job if he could add these weights without a mistake. 9,036 lbs., 6,145 lbs., 8,893 lbs. and 3,009 lbs. Jim figured out the answer would be 27,083 lbs. Did he get the job?

   Answer _____

4. Mary was working overtime at Galeton Production. In October she had pay checks of $156, $187 and $163. This week she made $174. How much money did Mary take home in October?

   Answer _____

5. Bob's wife kept track of how many pounds of potatoes he hauled in his truck this week. On Monday he had 5,924 lbs., Tuesday 9,672 lbs., Wednesday 5,924 lbs., Thursday 9,563 lbs., and Friday 8,028 lbs. What was the total number of pounds Bob hauled in his truck this week?

   Answer _____

CONSUMER MATH

SKILL NUMBER 3

1. At the Big Buck weighing station the biggest deer brought in by 10 A.M. were 135 lbs., 127 lbs., 144 lbs. and 160 lbs. What is the total weight of the 4 deer?

   Answer _____

2. Three turkeys were on sale at the Market Basket. They weighed 19 lbs., 26 lbs., and 21 lbs. John bought all three turkeys. How many pounds of turkey did he buy?

   Answer _____

3. Susan deposited her paychecks in the Citizens Bank for a month. Her deposits were $78 + $76 + $48 + $53. How much money did she put in the bank?

   Answer _____

4. John was collecting ground pine. He had 33 bags in his shed. On Monday he picked 17 bags and by Friday he picked 14 more bags. How many bags of ground pine does John now have?

   Answer _____

5. Larry's four paychecks for the last four months were $562, $743, $1,018 and $98. What was the total amount of money Larry made?

   Answer _____

CONSUMER MATH

SKILL NUMBER 4

1. Ralph and Elaine went out to eat, they had a pizza for $5.50, two salads for $1.30, two cokes for .95; they paid 47¢ in tax and left a $1.00 tip. How much did they spend all together?

   Answer _____

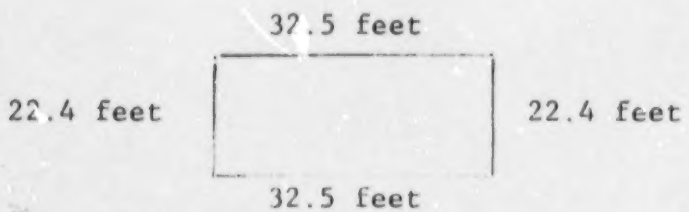
2. Mary's bills for October were as follows: rent $135; gas and electricity $17.75; telephone $9.50; car payment $80. What was the total of her October bills?

   Answer _____

3. The following deductions were taken from Mr.Hall's paycheck: $17.94 for federal tax, $28.41 for social security, $9.78 for state tax, and $5.23 for local tax. Find the total amount of the deductions from Mr. Hall's check.

   Answer _____

4.



   How much fencing is needed to go all the way around this yard?

   Answer _____

5. Joe and his wife are buying a stove, TV, and refrigerator on credit. Each month they make the following payments: $25.67, $24.75 and $41.36. What is the total payment they make?

   Answer _____

ADDITION BLOCK LEVEL TEST

Students mastering Skills 1 - 4 should be able to solve the following Consumer Math problems.

- -

1. Greg caught 26 trout last month and 39 trout this month. How many trout did Greg catch during the past two months?

   Answer _____

2. Nancy saved 62 TV stamps last week. She already had 58 TV stamps. How many stamps does she have now?

   Answer _____

- -

3. The Forestry Department had a chart showing the number of trees planted during the spring. The chart read 5,418 beginning of month, 347 middle of month and 79 end of month. How many trees had been planted?

   Answer _____

4. Last month Debbie kept a record of her take home pay. 1st week $139, 2nd week $98, 3rd week $210 and 4th week $175. Find Debbie's total takehome pay for the month.

   Answer _____

- -

5. Mr. Partkins paid $8.50 a month for TV cable service. After two months he added HBO, which cost him $10 more per month. How much would Mr. Parkins spend for the three months cable service. (Remember the 3rd month, $10 is in addition to the $8.50 per month service fee).

   Answer _____

6. Figure out how many TV shows Jan watched last week. 16 + 7 + 33 + 14 + 9 TV shows.

   Answer _____

- -

7. Find out how much Tom spent for dinner last night. He had a double-cheese burger and fries for $2.35, a milk-shake for 89¢, hot fudge sunday for 90¢ and he paid twenty-five cents in tax and left fifty cents for a tip.

   Answer _____

8. To find an average you must add before dividing. How many degrees would you get if you added 8 + 3.6 + 9.4 + 16 ?

   Answer _____

- -

Consumer Problems

1 and 2 refer to Skill #1
3 and 4 refer to Skill #2
5 and 6 refer to Skill #3
7 and 8 refer to Skill #4

CONSUMER MATH

SKILL NUMBER 5

1. A sweater on sale was marked down from $24 to $13. How much money is saved by buying the sweater on sale?

   Answer _____

2. Mrs. Dodge makes $186 a week. If $35 in deductions are taken from her check, how much money does she take home each week?

   Answer _____

3. Last year 76,792 trout were stocked in Potter County. 61,521 were reportedly caught. How many stocked trout are probably left from last year?

   Answer _____

4. The Jones family bought a new car for $6,500. They paid $4,400 down. How much do they owe for the car?

   Answer _____

5. High Mountain potato farm grew 76,794 pounds of potatoes last year. They sold 65,243 pounds. How many pounds do they have left to sell?

   Answer _____

CONSUMER MATH

SKILL NUMBER 6

1. A waterbed originally priced at $998 is on sale for $479. How much would you save by buying the waterbed on sale?

   Answer _____

2. Sam drove his car 543 miles last month. His wife drove 273 miles with his car. How many more miles did Sam drive his car?

   Answer _____

3. A sleeping bag costs $53.27. On sale the price is $26.25. How much of a reduction is the sale price?

   Answer _____

4. Betty bought a car for $7,094. A year later she sold it for $6,184. How much money did she lose?

   Answer _____

5. A dairy farm has 243 acres in hay and 63 acres in oats. How many more acres are in hay than oats?

   Answer _____

CONSUMER MATH

SKILL NUMBER 7

1. Jim cashed his paycheck for $564.07. He then paid Bill $43.88 for a lawnmower. How much money does Jim have left?

   Answer _____

2. Nancy's bank was paying 7.05% in interest on her savings account. Sally's bank only paid 5.76% interest. How much more interest was Nancy receiving?

   Answer _____

3. How much can you save buying under the "generic" name? The doctors prescription cost $8.07 under the "brand" name and $3.68 under the "generic" name.

   Answer _____

4. What savings did Carol make by buying at the local food cooperative? Her total cost at the cooperative was $79.08. The same brand name items in the local stores were priced at $71.09.

   Answer _____

5. What is the difference in cost? In the catalog a car muffler sells for $29.05 using shipping express. The same muffler would be $26.80 if sent parcel post.

   Answer _____

CONSUMER MATH

SKILL NUMBER 8

1. At a special sale $9.36 slacks are reduced $2.78. What is the special sale price?

   Answer _____

2. A door-to-door salesman tried to sell Gordon a vacuum cleaner for $84.00. Gordon had seen the same vacuum cleaner on sale in a local store for 75.99. How much more was the salesman asking?

   Answer _____

3. The Pure Carbon Co. shipped 5,087 boxes of parts out in September. 2,488 boxes were shipped the previous month. How many more boxes were shipped in September?

   Answer _____

4. At one time there were 75,000 dairy cows in the tri-county area. Today only 33,087 cows are found on the farms. What is the decline in dairy cows?

   Answer _____

5. John was told he could subtract the allowance on his generator, $18.75 , from the rebuilt cost of $31.40. What would John pay for a rebuilt generator?

   Answer _____

SUBTRACTION BLOCK LEVEL TEST

Students mastering Skills 5 - 8 should be able to solve the following Consumer Math problems.

- -

1. Margaret's father owned a 179 acre farm. He kept 43 acres and gave the rest to Margaret. How many acres does Margaret own?

   Answer _____

2. The average annual income for a family with two people working is $14,846. For families with one person working it is $10,435. Families with two people working make how much more?

   Answer _____

- -

3. A tape player was being sold at a yard sale for $24.70. If you paid $12.55 down on it, how much would you still owe?

   Answer _____

4. Martha and Linda had a reading contest to help improve their reading skills. Martha read 743 pages and Linda 629. How many more pages did Martha read?

   Answer _____

- -

5. When pricing furniture, Sarah discovered the same piece of bedroom furniture being sold at different prices in local stores. One store listed it at $249.05 and another was selling it at $229.99. How much would be saved by buying at the cheaper price?

   Answer _____

6. Terry had $604 in his savings account. He made a withdrawal of $95. What is his savings account balance now?

   Answer _____

- -

7. A classified ad in the local paper listed a furnished apartment including utilities at $245.55 a month. How much of a savings would you make if you were currently paying $332.20 a month for your apartment?

   Answer _____

8. Kathy checked the odometer on her car before leaving on a trip. It read 54976.3. After returning from the trip, Kathy read the odometer again. It now read 55865.2. How many miles did Kathy drive on her trip?

   Answer _____

- -

Consumer Problems
1 and 2 refer to Skill #5
3 and 4 refer to Skill #6
5 and 6 refer to Skill #7
7 and 8 refer to Skill #8

CONSUMER MATH

SKILL NUMBER 9

1. If a truck averages a speed of 33 miles per hour, how far can it go in 3 hours?

   Answer _____

2. Lorraine purchased 6 cans of orange juice at 87¢ each. How much did Lorraine pay? (Hint - separate dollars and cents with a decimal).

   Answer _____

3. Dave makes $4.50 an hour on weekends. If he works 9 hours during a weekend, how much money would he make? (Hint - separate dollars and cents with decimal).

   Answer _____

4. If the Potter County deer kill would average 8,427 a year for 6 years how many deer would be killed?

   Answer _____

5. Willey's Used Car Lot sold 4 cars each priced at $3,625.81. How much money did Willey take in on the cars? (Hint - separate dollars and cents with decimal).

   Answer _____

CONSUMER MATH

SKILLS NUMBER 10

1. The owner of the shoe store bought 34 pairs of shoes for $26.81 each. How much did he pay for the 34 pair of shoes? (Hint - separate dollars and cents with a decimal).

   Answer _____

2. Sandy agreed to pay $74.95 a month for a car. If she agrees to make a payment every month for 36 months, what is the total amount of her payments? (Hint - separate dollars and cents with a decimal).

   Answer _____

3. Lush Bros. were selling electric mixers at $13.69. They sold out and gave "rainchecks" to 149 customers. How much money will they take in on the "rainchecks"? (Hint - separate dollars and cents with a decimal).

   Answer _____

4. If Elizabeth types 179 words a minute, how many words can she type in 47 minutes?

   Answer _____

5. The average gas bill last year for 531 customers was $1,378. How much money did the customers pay the gas company?

   Answer _____

CONSUMER MATH

SKILL NUMBER 11

1. How many feet are there in 35 miles, if there are 5,280 feet in a mile?

   Answer _____

2. Melvin agreed to make payments of $100.50 a month for 3 years (36 mo.) to buy his pick-up truck. What will be the total amount of money he is paying for the truck? (Hint - separate dollars and cents with a decimal).

   Answer _____

3. Gary picked 400 quarts of strawberries and sold them for $1.05 a quart. How much money did he make? (Hint - separate dollars and cents with a decimal).

   Answer _____

4. Insurance rates for a male 40 year old are $2.50 a month for $10,000. coverage. What would the yearly (12 mo.) cost be for $10,000. coverage? (Hint - separate dollars and cents with a decimal).

   Answer _____

5. Mr. Case checked his gas meter during the winter. One month he used 30 MCF. His total charge for 1 MCF was $6.09. What was his has bill that month? (Hint - separate dollars and cents with a decimal).

   Answer _____

CONSUMER MATH

SKILL NUMBER 12

1. Donna knew 6% sales tax was written .06 when multipling. She wanted to figure the sales tax on a car she was planning to buy. The car cost $986.75. What is the sales tax?

   Answer _____

2. If a motorist averages 16.9 miles per gallon, how many miles should he go with 4.5 gallons of gasoline?

   Answer _____

3. In an advertisement Jack found that it cost 12.75¢ to use his toaster for one hour. One day Jack forgot to turn off his toaster for 45 minutes. How much money was wasted? (Hint - 45 min. = .75 hr.).

   Answer _____

4. Ralph plans to lay new linoleum in his kitchen. It is 12.25 feet long and 10.45 feet wide. How much linoleum should Ralph buy? (Hint - Area = Length x Width). (Answer will be in square feet).

   Answer _____

5. Find the yearly interest earned on $7,558.94 in a savings account paying 10¼% interest. (Hint - 10¼% = 10.25).

   Answer _____

MULTIPLICATION BLOCK LEVEL TEST

Students mastering Skills 9 - 12 should be able to solve the following Consumer Math problems.

- -

1. Your apartment water/sewer bill is $32 a month. How much will you spend on water/sewer if you stay in the apartment for 8 months?

   Answer _____

2. 124,789 trout were stocked in Potter County by Federal, State, and Local sportsmen. If this stocking continued at the same rate over a 6 year period, how many trout would have been stocked?

   Answer _____

- -

3. Joe works for a trucking firm whose 27 trucks haul potatoes down to the southern markets. If each truck carried 9832 pounds of potatoes, how many pounds of potatoes could they deliver in one trip?

   Answer _____

4. Gary started working in the Satelite TV business. He noted each installed receiver cost $2,495. The company had installed 348 units last year. How much money had the company received?

   Answer _____

- -

5. Marvin filled and sewed bags for the local Chemical Co. He completed 406 bags each day for 20 days. How many bags did Marvin fill and sew?

   Answer _____

6. Mr. and Mrs. Bronson decided to stay in a motel for one year while they both were working. The motel charged them $10.80 a day. How much would they pay for that one year? (Hint - 365 days in a year)

- -

7. Phil's car averages 18.75 miles per gallon. He is going to Olean and back tomorrow and only has 4.32 gallons of gas. He hopes to make it. How far will his car travel?

   Answer _____

8. Gloria's phone bill was $24.35 last month. The phone cost rate tax on her bill was .058. How much of her bill was this tax?

   Answer _____

- -

Consumer Problems 1 and 2 refer to Skill #9
3 and 4 refer to Skill #10
5 and 6 refer to Skill #11
7 and 8 refer to Skill #12

CONSUMER MATH

SKILL NUMBER 13 & 14

1. Susan is allowed 5691 calories a week on her diet. What is the average number of calories she could consume daily? (Hint - 1 week = 7 days).

   Answer _____

2. Dave is going to paint houses during the summer. He bought on sale 1,134 quarts of white house paint. He now wants to put the paint in gallon containers. How many gallon containers will he need? (Hint - there are 4 quarts in 1 gallon).

   Answer _____

3. After one year Charleen had saved $1,872. What was the average amount she saved each week? (Hint - there are 52 weeks in one year).

   Answer _____

4. The Simpson family pays $2,064 for rent every year. How much do they pay each month? (Hint - there are 12 months in a year).

   Answer _____

5. John was in charge of canned goods at the local super market. He knew one set of shelves would hold 842 cans. His boss said a number of cases containing 6736 cans were coming in the next day. How many sets of shelves should John get ready to put them on?

   Answer _____

CONSUMER MATH

SKILL NUMBER 15 & 16

1. Gary weighed himself on a scale that measured weight in ounces. It read 3,105 oz. How many pounds does Gary weigh? (Hint - there are 16 oz. in 1 lb.).

   Answer _____

2. A worker in the packing plant put 5 flash bulbs in each carton. By noon, she had packed 402 flashbulbs. How many full cartons had she packed? (Hint - remainders will not fill a full carton).

   Answer _____

3. If a motorcycle averaged a speed of 45 miles per hour, how many hours would it take to travel 4,050 miles?

   Answer _____

4. Karen needs to carpet the downstairs of her house. She measured the length and widths in inches and found she needs to cover 21,600 sq. in. The carpet store sells the carpet in square feet. How many sq. ft. of carpet will she need? (Hint - there are 144 sq. in. in 1 sq. ft.).

   Answer _____

5. Don's boss told him 65,104 pounds of lime would be spread on local farms by Agway this year. If the average truck load of lime was 626 lbs., how many truck loads would be sent out by Agway?

   Answer _____

CONSUMER MATH

SKILL NUMBER 17 is an optional skill. Consumer related problems are not included in this Guide.

CONSUMER MATH

SKILL NUMBER 18

1. Mary paid the paperboy $6.24 a month for delivery of her newspaper. How much was she paying each week? (Hint - 1 month = 4 weeks).

   Answer _____

2. Larry saw 5 canolopes on sale for $1.35. How much would one cost?

   Answer _____

3. For a birthday party, Mrs. Church made 100 cookies. 90% were chocolate chip cookies. She divided them equally among 15 children. How many chocolate chip cookies would each child receive? (Hint - 90% is written .90).

   Answer _____

4. Mark made $73.92 for 24 hours work. How much did he make an hour?

   Answer _____

5. Three 25 watt light bulbs cost .057¢ to operate for 1 hour. What is the cost to use 1 25 watt light bulb for 1 hour?

   Answer _____

CONSUMER MATH

SKILL NUMBER 19

1. How many quarters are in $34.75? (Hint - a quarter is written .25).

   Answer _____

2. How many $.35 carnival ride tickets could you buy with $4.90?

   Answer _____

3. Mel was buying 4x8 sheets of sheet rock. The thickness actually measured .68 inches. Mel wanted to buy all the sheetrock left in the store. The stack of sheetrock measured 47.6 inches. How many sheets was he buying?

   Answer _____

4. Harry and Sam were practicing conservation. Harry only used .041 of a killowatt hour last month while Sam's electric meter measured .8323 of a kw.hr. How many more times as much electricity did Sam use?

   Answer _____

5. After class several of the students pooled their change to buy a state lottery ticket. They won! Maureen put in 32¢ and won $13.44. How many times did she increase her investment? (Hint - 32¢ is written .32).

   Answer _____

CONSUMER MATH

SKILL NUMBER 20

1. Stephanie went shopping with a $20 bill. She spent $8 on a dress. What percent of her money did she spend? (Hint - move decimal two places to right, using zero as a place holder, change decimal to percent sign - %).

   Answer _____

2. Larry was cutting and selling 20 cords of wood for his neighbor. He has 15 cords cut and stacked. What percent of the wood does Larry have cut? (Hint - remember to change decimal to percent).

   Answer _____

3. John raises Jersey milk cows because of the high butter fat content of their milk. In a can of milk there are 30 quarts. If 3 quarts are butter fat what is the percent of butter fat? (Hint - change decimal to percent).

   Answer _____

4. If you earn $240 a month, what percent of your salary do you save if you save $30 a month? (Hint - change decimal to percent).

   Answer _____

5. One of our Adult Class students retook the Math diagnostic test. On the first 42 questions, 38 were correct. Was the percentage right score better than 90%? (Hint - change decimal to percent).

   Answer YES or NO

CONSUMER MATH

SKILL NUMBER 21

1. How many nickles are in $4? (Hint - a nickle is written .05).

   Answer _____

2. Greg is raising his own beef cow. Feeding on corn it is gaining 4.2 pounds each day. He needs to put 63 more pounds on the cow before filling his freezer. How many days will this take?

   Answer _____

3. At 35¢ each, how many school lunches could Mary buy with $21? (Hint - 35¢ is written .35).

   Answer _____

4. Bessie spent $45 on Harlequin Romance paperbacks last year. Each book cost $1.25. How many books does she have?

   Answer _____

5. Shirley was packing .075 ounce carbon brushes into boxes holding 24 ounces of brushes. How many .075 ounce brushes will fill one box?

   Answer _____

DIVISION BLOCK LEVEL TEST

Students mastering Skills 13 - 21 should be able to solve the following Consumer Math problems.

- -

1. The Davis family owed $324 for a stereo system. If they paid it off in 9 equal monthly installments, how much did they pay each month?

   Answer _____

2. George bought a new car for $8645. His monthly payments are $247. How many months will it take George to pay off his new car?

   Answer _____

- -

3. It took Jill 7 days to repair 602 flash bulbs. How many bulbs did Jill repair on an average each day?

   Answer _____

4. Ken's car he bought at the used car lot in town only got 15 miles per gallon. He figured after driving 3,105 miles that he had bought how many gallons of gasoline?

   Answer _____

- -

5. Mr. Burns filled in as night watchman for the Carbon Plant. After 46 nights of duty he received a check for $921.38. How much did they pay him for each night of watchman's duty?

   Answer _____

6. Mrs. Knight took her children to the Potter Co. Fair. All rides that day were reduced to $.35. Mrs. Knight gave $9.45 to the ticket booth man. How many tickets did she get back?

   Answer _____

- -

7. The Saw and Wedge slowpitch softball team won 16 of their 20 league games this year. What percent of their games did they win?

   Answer _____

- -

8. Kathy worked packing very small flash bulbs weighing .008 lb. apiece. How many flashbulbs can she pack in a 5 pound carton?

   Answer _____

- -

Consumer Problems
1 and 2 refer to Skill #13 and #14
3 and 4 refer to Skill #15 and #16
5 refer to Skill #18 6 refer to Skill #19
7 refer to Skill #20 8 refer to Skill #21

APPENDIX A

The following materials are available for instructional use with the 0-4 level ABE student. The materials are located in the Adult Basic Education Center, Coudersport Area School District. Suggested home study materials are indicated.

SUPPLEMENTAL MATERIALS 0-4 LEVEL

- -

ENRICH
Palo Alto, California
94306

Recommended for homestudy of basic skills

Visual cartridges used with Telor Programed Learning Aids.

- Addition Set
- Subtraction Set
- Multiplication Set
- Division Set
- Understanding Decimals
- Basic Math Concepts

- -

EDUCATIONAL DEVELOPMENTAL LABORATORIES, INC.
Huntington, N.Y.
A Division of McGraw Hill

Controlled Reader Sets.

- AR-FX Arithmetic Number Facts (including problem solving)
- GM-BM General Math Business Math

- -

SCIENCE RESEARCH ASSOCIATES
259 E. Erie St.
Chicago, Illinois
60611

Recommended for homestudy of basic skills

Computapes-cassette tapes and worksheets

- Module 3 Multiplication and Division A
- Module 4 Multiplication and Division B
- Module 7 Whole Numbers and Fractions
- Module 8 Using Decimals and Percents

Computational Skills Development Kit - multi-level skill cards with self-checking.

MEDIA MATERIALS, INC.
2936 Remington Avenue
Baltimore, Md.
21211

Recommended for homestudy after Skill #21 is mastered

Individualized Cassette Learning package Consumer Mathematics.

9451 Buying the Food You Need
9452 Can You Afford to Own a Car
9453 Discount 50% Off
9454 How Much Do I Have to Spend
9455 Using a Charge Account
9456 Paying by Checks
9457 Reconciling Your Checking Account
9458 Saving and Investing
9459 Buy or Rent
9460 Protection Through Insurance

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LIFELONG LEARNING DIVISION
Scott, Foresman and Company
Glenview, Illinois Dallas, Texas
Oakland, New Jersey Palo Alto, California

Essential Mathematics for Life - workbook
Decimals and Fractions

- -

SULLIVAN ASSOCIATES PROGRAM
Webster Division
McGraw Hill Book Co.
St. Louis, New York, San Francisco, Dallas

Recommended for homestudy of basic skills

Programed Math for Adults - programed workbooks
Book 4 Multiplication
Book 5 Division
Book 7 Decimals
Book 9 Consumer Math
Book 10 Personal Math
Book 11 More Personal Math

- -

W. H. SADLIER, INC.
11 Park Place
New York, N.Y.
10007

Recommended for homestudy of basic skills

System at HIX - workbooks A - E
A remedial program of computational skills.

CONTEMPORARY BOOKS, INC.
180 North Michigan Avenue
Chicago, Illinois
60601

Recommended for
homestudy of
Consumer Skills
in all areas

Number Power - workbook - addition, subtraction, multiplication, division

- - - -

APPENDIX B

Noonan-Spradley Diagnostic Program of Computational Skills

STUDENT ANSWER SHEET FOR TEST BOOK

Name Bill Potter Instructor Ms. Kelsey

Date October 5, 1982 Class ABE

| | | |

Bill Potter

APPENDIX C

STUDENT RECORD OF COMPUTATIONAL SKILLS ACCOMPLISHED

Circle the Numbers of the Skills to be Completed

Skill No.	Date Skill is Completed	Skill No.	Date Skill is Completed	Skill No.	Date Skill is Completed
1	OK	19		37	
2	Completed 10/6	20		38	
3	OK	21		39	
4	OK	22		40	
5	OK	23		41	
6	Completed 10/12	24		42	
7	OK	25		43	
8		26		44	
9	OK	27		45	
10		28		46	
11		29		47	
12		30		48	
13	OK	31		49	
14	1st TESTING	32		50	
15		33		51	
16		34		52	
17		35		53	
18		36		54	

APPENDIX D

The following software resources were found in the Advance Disemination Center Library. These materials are available through the Advance project.

ADVANCE
Stayer Research and Learning Center
Millersville State College
Millersville, PA. 17551

The listed materials contain mathematics skills directed towards the 0-4 level ABE student and part of each material contains some application to consumer mathematics.

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CAMBRIDGE BOOK CO.
888 Seventh Ave.
N.Y., N.Y. 10106

AE 2425-11
"Skills in Mathematics" Cambridge Skill Power Series
Angelica W. Cass, Kay Feal Koff, 1973, 180p.

AE 2425-41 C.1
"Improving Math Competencies"
Greenfield, Nagueira, Eufinger, Montalto, 1978, 348 p.

AE 2425-42 C.3
"Basic Skills With Math"
Jerry Howett, 1980, 176 p.

AE 2425-40
"Reaching Math Competence"
Chant, Montalto, Eufinger, 1978, 348 p.

AE 2425-35
"Basic Skills With Whole Numbers"
Jerry Howett, 1980, 123 p.

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CONTEMPORARY BOOKS, INC.
180 North Michigan Ave.
Chicago, Illinois 60601

AE 2425-31
"Number Power"
Jerry Howett, 1976, 138 p.

AE 2425-55
"Building Basic Skills in Mathematics"
1981, 226 p.

STECK-VAUGHN CO.
Austin, Texas

AE 2425-06
"Basic Essentials of Mathematics" - Part One
James T. Shea, 1975, 104 p.

AE 2425-53A
"Steps to Mathematics" - Book I 2nd Ed.
1980, 60 p.

AE 2425-53B
"Steps to Mathematics" - Book II 2nd Ed.
1980, 60 p.

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FEARON-PITMAN PUBLISHING INC.
6 Davis Drive
Belmont, California 94992

AE 2425-20
"Using Dollars and Sense"
Charles H. Kahn, J. Bradley Hanna, 1973, 112 p.

AE 2425-19
"Working Makes Sense"
Charles H. Kahn, J. Bradley Hanna, 1973, 112 p.

AE 2425-21
"Money Makes Sense"
Charles H. Kahn, J. Bradley Hanna, 1972, 112 p.

AE 2075-74 H
"Thats Life" Book 7-Taxtime
Tana Reiff, 1981, 92 p.

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XEROX EDUCATIONAL PUBLICATIONS
245 Long Hill Road
Middletown, Ct. 06457

A4 2425-51 B
"Math That Pays Off" Teachers Guide and Spirit Duplicating Masters

AE 2425-50 B
"Practical Living Series" Figure It Out Teachers Guide and Spirit Duplicating Masters
T. Prescott Doyle, 1977, 16 master units

LEARNING ACHIEVEMENT CORP.
McGraw-Hill
Gregg Division
N.Y., Atlanta, Dallas, St. Louis, San Francisco, Auckland

AE 2425-52
"Math Applied To Career Highlights" Instructors Manual
1981, 90 p.

AE 2425-52 B
"Match 1"
1981, 127 p.

AE 2425-52 C
"Match 2"
1981, 143 p.

AE 2425-52 A
"Match 1" Instructors Manual
1981, 90 p.

AE 2425-52 B
"Match 1- Number Systems and Addition: Personal Communications. Subtraction:Recreation."
1981, 127 p.

AE 2425-52 C
"Match 2 - Multiplication: Energy and Construction Division: Medicine."
1981, 144 p.

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FRANK E. RICHARDS, PUBLISHER
Phoenix, N.Y. 13135

AE 2425-07
"Arithmetic That We Need"
Thomas J. Mooney, 1966, 69 p.

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SCIENCE RESEARCH ASSOCIATION INC.
Chicago, Palo Alto, Toronto, Henley-on-Thames,
Sidney, Paris, Stuttgart

AE 2425-05 A
"SRA Survival Skills in Reading and Mathematics"
1976, 6 p.

AE 2425-05 B
"SRA Survival Skills in Reading and Mathematics"
1976, 29 p.

PAWNEE PUBLISHING CO., INC.
P.O. Box 3435
Boulder, Colorado 80303

AE 2425-16
"Experiencing Life Through Mathematics"
Usher and Bormuth, 1976, 122 p.

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AMSCO SCHOOL PUBLICATIONS, INC.
315 Hudson St.
N.Y., N.Y. 10013

AE 2425-17
"Arithmetic Skills Workbook"
Calman Goozner, 1973, 358 p.

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OXFORD BOOK CO. INC.
Division of William H. Sadlier, Inc.
N.Y., Chicago, Los Angeles

AE 2425-23 A
"Mathematics For Today" Blue Level
1976, 256 p.

AE 2425-23 B
"Mathematics For Today" Blue Level
1976, 256 p.

AE 2425-24 A
"Mathematics For Today" Red Level
1975, 256 p.

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SCOTT, FORESMAN AND CO.
Oakland, N.J.

AE 2425-47 A
"Essential Mathematics For Life" Duplicating Masters
1981, 36 Duplicating Masters Whole Numbers

AE 2425-47 C.3
"Essential Mathematics For Life" Whole Numbers
1981, Workbook

AE 2425-48 A
"Essential Mathematics for Life" Duplicating Masters
1981, 36 Duplicating Masters Decimals and Fractions

AE 2425-48 C.1
"Essential Mathematics For Life"
1981, Workbook

PROVIDENCE ADULT EDUCATION
396 Smith Street

AE 2025-54
"Learning Activity Packages" Planning Your Careers
1975, 68 booklets

- -

HARCOURT BRACE JOVANOVICH, INC.
757 Third Avenue
N.Y., N.Y. 10017

AE 2025-82 J
"Coping In Todays Society" Student Workbook
Arnold Nored, 1979, 165 p. Consumer Economics I

AE 2025-82 K
"Coping In Todays Society" Teachers' Manual
Arnold Nored, 1979 Consumer Economics I

AE 2025-82 N
"Coping In Today's Society Teachers' Manual
Arnold Nored, 1979, 139 p. Consumer Economics II

AE 2025-82 P
"Coping In Today's Society" Student Workbook
Arnold Nored, 1979, 99 p. Consumer Economics II

AE 2025-88 C.1 and C.2
"Basic Skills Made Easy" II A3 Consumer Economics
Series (Blue Cards Only)

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JANUS BOOK PUBLISHERS
2501 Industrial Parkway West
Hayward, CA. 94545

AE 2075-90 A
"Master Your Money" A Guide to Budgeting
Rachel Wilson, 1981, 63 p.

AE 2075-90 B
"Master Your Money" A Guide to Budgeting, Teachers' Manual
Rachel Wilson, 1981, 4 p.

AE 2075-91 A
"Pay By Check" Guide To Checking Accounts
Janis Fisher Chan, 1981, 64 p.

AE 2075-91 B
"Pay By Check" Guide to Checking Accounts, Teacher's Manual
Janis Fisher Chan, 1981, 4 p.

AE 2075-89 B
"More For Your Money" A Guide to Comparison Shopping
Teacher's Manual
Keenan, Colton Kelsey and Patricia Parrott Gunderlach, 1981, 4 p.

AE 2075-89 A
"More For Your Money" A Guide to Comparison Shopping
Student Workbook
Keenan Colton Kelsey and Patricia Parrott Gunderlach, 1981, 64 p.

AE 2075-96 A
"Time Cards and Paychecks" Student Workbook
Kenneth Rand, 1981, 64 p.

AE 2075-96 B
"Time Cards and Paychecks" Teacher's Manual
Kenneth Rand, 1981, 4 p.

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FOLLETT PUBLISHING CO.
Chicago, Illinois

AE 2075-7200
"Coping Skills Series - Banking" Teacher's Guide
1977

AE 2075-72N C.2
"Budgeting"
McVey and Association Inc., 1977, 63 p.

AE 2075-72M
"Banking"
Getty Gerzog, 1980, 64 p.